DOCUMENT RESUME

ED 456 591 EC 308 575

AUTHOR	Bates, Belinda, Ed.; Riviere, Adrienne, Ed.
TITLE	National Resources for Adults with Learning Disabilities.
INSTITUTION	Academy for Educational Development, Washington, DC. National Adult Literacy and Learning Disabilities Center.; American Council on Education, Washington, DC. HEATH Resource Center.
SPONS AGENCY	National Inst. for Literacy, Washington, DC.; Department of Education, Washington, DC.
PUB DATE	1997-00-00
NOTE	33p.; Supercedes ED 387 681. With assistance from Vickie Barr and Eve Robins.
CONTRACT	X257B30002; H0330C-30002
AVAILABLE FROM	ED Pubs, P.O. Box 1398, Jessup, MD 20794-1398. Tel: 877-433-7827 (Toll Free); Tel: 877-576-7734 (TDD, Toll Free); Fax: 301-470-1244; Web site: http://www.ed.gov/pubs/edpubs.html.
PUB TYPE	Reference Materials - Directories/Catalogs (132)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Adult Education; Adults; Check Lists; Clinical Diagnosis; Helping Relationship; Individual Characteristics; *Learning Disabilities; *Organizations (Groups); *Publications; *Resource Materials; *Symptoms (Individual Disorders)

ABSTRACT

This guide contains a selection of national resources to assist adults who suspect they may have a learning disability. The guide begins with information on assessing learning disabilities, recommendations for locating a qualified professional to conduct assessments appropriate for adults, and a list of questions to ask qualified professionals. A learning disability checklist is included that identifies characteristics of a person with a learning disability. The guide then includes a collection of organizations, publications, and programs relevant to learning disabilities. Only organizations that operate on a national level and can put inquirers in contact with regional or local resources have been selected. A short description of each organization's activities is provided to assist in identifying which resources are best suited to individual needs and concerns. Publications listed in the guide provide general information for adults with learning disabilities. Programs listed not only provide the learning component but also offer residential housing. Resources are divided into the following categories: (1) national resource centers (14); (2) general education (9); (3) learning disability organizations (7); (4) attention deficit disorder organizations (5); (5) employment (4); (6) technology (6); (7) life management (14); (8) publications (17); and (9) toll-free numbers (24). (CR)

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National Resources for Adults with Learning Disabilities

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National Clearinghouse on Postsecondary Education for Individuals with Disabilities
American Council on Education

EC 308575

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Academy for Educational Development

This work was supported by funding from the National Institute for Literacy
(Award No. X257B30002).

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Additional copies of this publication are available from:

National Adult Literacy and Learning Disabilities Center
Academy for Educational Development
1875 Connecticut Avenue, NW
Washington, DC 20009-1202
(202) 884-8185; (800) 953-ALLD
April 1997

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Foreword

Learning disabilities are real; they affect adults as well as children. They often are referred to as the "invisible handicap" because they frequently go undetected. The term "learning disabilities" encompasses a wide variety of disorders in the domains of listening, thinking, speaking, reading, writing, reading comprehension, and mathematics calculating and reasoning--skills that adults must use every day in fulfilling their roles as family members, citizens, and workers. These disabilities are unexpected, given's the individual's general level of ability, and may interfere with the ability to store, process, or produce information. In addition, learning disabilities may co-occur and be complicated by problems in attention and social skills.

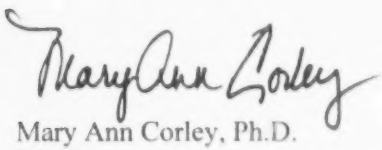
In recent years, literacy practitioners have expressed a growing interest in understanding the needs of adults with learning disabilities and in providing educational services which are both effective and responsive to the needs of these adults. This increasing focus is a result, in part, of the passage of such legislation as the Americans with Disabilities Act of 1990 (PL 101-336); the emergence of adult literacy as a national priority; and the recognition that a significant number of adults enrolled in literacy programs may have learning disabilities. Literacy programs which effectively serve adults with learning disabilities successfully integrate instruction in basic academic skills with instruction in goal setting, problem solving, social skills development, and self-advocacy. Many of these programs also provide counseling, information, and referral services to students.

National Resources for Adults with Learning Disabilities is a publication for adults who either suspect or know that they have a learning disability. It also is for family members, friends, and educators who wish to help direct adults with learning disabilities to appropriate resources. This publication is the result of a collaborative effort between the National Adult Literacy and Learning Disabilities Center, a program of the Academy for Educational Development, and the HEATH Resource Center, a

program of the American Council on Education. It provides information on assessing the problem, a learning disabilities checklist, and a selection of resources. It is intended to be a starting point for gaining information that can lead to obtaining services at the state or local level.

There are countless examples of adults with learning disabilities who have met with success in fulfilling their life roles of family member, citizen, and worker. They have been able to succeed because, with the support of various individuals, agencies, and programs, they have improved their basic skills, increased their self-esteem, learned strategies for setting and meeting goals, and learned to advocate for their specific needs. We hope that this resource guide will provide information and support for countless others who need a starting point in their search for a better life.

We extend our appreciation to the many persons who helped make this guide a reality, including **Eve Robins** of the National ALLD Center and **Vickie Barr** of the HEATH Resource Center for providing oversight to the project; **Belinda Bates** and **Adrienne Riviere** of the National ALLD Center for coordinating the editing, layout, and proofreading of text; and members of the HEATH Advisory Board and Resource Panel as well as members of the National ALLD Center Advisory Board at the Academy for Educational Development.



Mary Ann Corley, Ph.D.
Director
National Adult Literacy and
Learning Disabilities Center

Introduction

When adults suspect they have a learning disability, or that someone they care about does, they need information. They often have questions such as, "What can I do?" "Whom can I call?" "How can I obtain information?" "Where are available services?" **National Resources for Adults with Learning Disabilities** provides a starting point in the search for answers. This publication is designed to help adults who suspect they have a learning disability collect enough information to be able to set realistic goals, attain them, and live productive lives.

This guide contains a selection of national resources to assist individuals who suspect they may have a learning disability. It is not a comprehensive list of resources but rather a collection of organizations, publications, and programs. Only organizations that operate on a national level and can put inquirers in contact with regional or local resources have been selected. A short description of each organization's activities is provided to help readers identify which resources are best suited to their needs and concerns. Publications listed in this guide provide general information for adults with learning disabilities. Programs listed not only provide the learning component but also offer residential housing.

Assessing the Problem

Those adults who suspect they may have a learning disability can begin to find assistance by having an assessment conducted by **qualified professionals**. Qualified professionals are individuals trained to conduct assessments. Often the professionals have been certified to select, administer, and interpret a variety of neurological, psychological, educational, and vocational assessment instruments. Different assessment procedures may be appropriate in various settings such as community colleges, adult basic education programs, and vocational rehabilitation agencies. It is important for the adult not only to be actively involved in the assessment process but also to have confidence in the professional with whom he or she is working.

An **assessment** refers to the gathering of relevant information that can be used to help an adult make decisions and provides a means for assisting an adult to live more fully. An adult is assessed because of problems in employment, education, and/or life situations. An assessment involves more than just taking tests. An assessment includes an **evaluation**, a **diagnosis**, and **recommendations**.

The first stage of an **evaluation** usually is a screening. Screening tools use abbreviated, informal methods to determine if an individual is "at risk" for a learning disability. Examples of informal methods include, but are not limited to, an interview; reviews of medical, school, or employment histories; written answers to a few questions; or a brief test.

It is important to understand, however, that being screened for a learning disability is different from undergoing a thorough evaluation. When conducting a thorough evaluation, qualified professionals first may refer to the results of the screening in order to plan which tests to administer. Such tests may include, but are not limited to, those that provide information on intelligence, aptitude, achievement, and vocational interest. During the evaluation stage of the assessment process, all relevant information about an individual should be gathered.

A **diagnosis** is a statement of the specific type of learning disability that an individual may have, based on an interpretation of the information gathered during the evaluation. A diagnosis serves a useful purpose if it explains an individual's particular strengths and weaknesses as well as determines eligibility for resources or support services that have not been available otherwise. Through a careful examination and analysis of all the information gathered during the evaluation, qualified professionals use the diagnostic stage of the assessment process to explain the information gathered and to offer recommendations.

Recommendations should provide direction in employment, education, and daily living Specific recommendations may be made regarding the instructional strategies which an individual will find most successful as well as other ways to compensate for and/or overcome some of the effects of the disability. Based on specific strengths and areas for development identified during the evaluation and diagnostic stages of the assessment process, recommendations also should suggest possible accommodations that an individual can use to be more successful and to feel less frustrated in everyday life.

Adults should be assessed according to their age, experience, and career objectives. This is the only way that appropriate, helpful, and conclusive information can be provided to adults. As a result of an assessment, adults will have new information that can help them plan how to obtain the assistance they need. Regardless of their diagnosis, individuals will know more about themselves, have a greater understanding of their strengths and weaknesses, and feel better about themselves.

Locating a Qualified Professional

In addition to the resources listed in this publication, there are agencies in most areas that can refer inquirers to diagnosticians or professionals qualified to conduct assessments appropriate for adults.

Check your telephone directory for the following:

- adult education in the public school system;
- adult literacy programs or literacy councils;
- community mental health agencies;
- counseling or study skills center at a local college or university;
- educational therapists or learning specialists in private practice;
- guidance counselors in high schools;
- Learning Disability Association of America, Inc., often listed with the name of the city or county first;
- Orton Dyslexia Society;

- private schools or institutions specializing in learning disabilities;
- special education department and/or disability support service offices in colleges or universities;
- State Vocational Rehabilitation Agency; and
- university-affiliated hospitals.

Questions to Ask Qualified Professionals

- Have you tested many adults with learning disabilities?
- How long will the assessment take?
- What will the assessment cover?
- Will there be a *written* and an *oral* report of the assessment?
- Will our discussion give me more information regarding why I am having trouble with my job or job training, school, or daily life?
- Will you also give me ideas on how to improve my skills and how to compensate for my disability?
- Will the report make recommendations about where to go for immediate help?
- What is the cost? What does the cost cover?
- What are possibilities and cost for additional consultation?
- Can insurance cover the costs? Are there other funding sources? Can a payment plan be worked out?

A Learning Disabilities Checklist

A checklist is a guide. It is a list of characteristics. It is difficult to provide a checklist of typical characteristics of adults with learning disabilities because their most common characteristics are their unique differences. In addition, most adults exhibit or have exhibited some of these characteristics. In other words, a "yes" response to any one item on this checklist does not mean that the individual has a learning disability. Even if a number of the following items seems to apply, the individual in question does not necessarily have a learning disability. However, if the person says "that's me" for most of the items, and if he or she experiences these difficulties to such a degree that they cause problems in employment, education, and/or daily living, it might be useful for the person to obtain an assessment by qualified professionals experienced in working with adults with learning disabilities.

There are many worthwhile checklists available from a number of organizations. The following checklist was adapted from lists of learning disabilities' characteristics developed by the following organizations:

- Learning Disabilities Association of America, Inc., ***For Employers...A Look at Learning Disabilities***, 1990;
- ERIC Clearinghouse on Disabilities and Gifted Education, ***Examples of Learning Disability Characteristics***, 1991;
- The Orton Dyslexia Society's ***Annals of Dyslexia***, Volume XLIII, 1993; and
- The Council for Learning Disabilities, ***Infosheet***, October 1993.

Although individuals with learning disabilities demonstrate intellectual strengths in some areas, their specific learning disabilities may prevent them from excelling in certain life situations at the same level as their peers. Areas in which learning disabilities may affect adults include employment, education, social interaction, and independent living.

Identified characteristics are as follows:

- May perform similar tasks differently from day to day;

- May read well but not write well, or write well but not read well;
- May be able to learn information presented in one way, but not in another;
- May have a short attention span, be impulsive, and/or be easily distracted;
- May have difficulty telling or understanding jokes;
- May misinterpret language, have poor comprehension of what is said;
- May have difficulty with social skills, may misinterpret social cues;
- May find it difficult to memorize information;
- May have difficulty following a schedule, being on time, or meeting deadlines;
- May get lost easily, either driving and/or in large buildings;
- May have trouble reading maps;
- May often misread or miscopy;
- May confuse similar letters or numbers, reverse them, or confuse their order;
- May have difficulty reading the newspaper, following small print, and/or following columns;
- May be able to explain things orally, but not in writing;
- May have difficulty writing ideas on paper;
- May reverse or omit letters, words, or phrases when writing;
- May have difficulty completing job applications correctly;
- May have persistent problems with sentence structure, writing mechanics, and organizing written work;
- May experience continuous problems with spelling the same word differently in one document;
- May have trouble dialing phone numbers and reading addresses;
- May have difficulty with math, math language, and math concepts;
- May reverse numbers in checkbook and have difficulty balancing a checkbook;
- May confuse right and left, up and down;
- May have difficulty following directions, especially multiple directions;
- May be poorly coordinated;
- May be unable to tell you what has just been said; and
- May hear sounds, words, or sentences imperfectly or incorrectly.

As mentioned previously, an adult with learning disabilities may exhibit some of these characteristics but not necessarily all of them. If an individual exhibits several or many of these characteristics to such a degree that they cause problems in work, school, or everyday life, he or she might benefit from an assessment by qualified professionals.

RESOURCES

National Resource Centers

American Association for Adult and Continuing Education (AAACE)
1200 19th Street, N. W.
Suite 300
Washington, DC 20036
202-429-5131
202-223-4579 (fax)
E-mail: drew_allbritten@sba.com

AAACE is a professional association for practitioners concerned with enhancing the quality of adult learning. The organization fosters the development and sharing of information, theory, research, and best practices with its members.

Association on Higher Education And Disability (AHEAD)
P. O. Box 21192
Columbus, OH 43221
614-488-4972
614-488-1174 (fax)
E-mail: ahead@postbox.acs.ohio-state.edu

Association on Higher Education and Disability (AHEAD) is an international, multicultural organization of professionals committed to full participation in higher education for persons with disabilities. The Association has numerous training programs, workshops, publications, and conferences.

Career College Association (CCA)
750 First Street, NE
Suite 900
Washington, DC 20002-4242
202-336-6700
202-336-6828 (fax)

CCA is an educational association with approximately 600 members for independent, non-profit, and taxpaying colleges/schools. All of these accredited institutions prepare people for careers in business. CCA publishes an annual *Directory of Private Accredited Career Schools and Colleges of Technology*, which provides general information about accredited institutions in a variety of business career fields.

Distance Education and Training Council (DETC)
1601 18th Street, N. W.
Washington, DC 20009
202-234-5100
202-332-1386 (fax)
E-mail: detc@detc.org
Website: http://www.detc.org

Distance Education and Training Council sets the standard for distance education accreditation and has a comprehensive listing of accredited institutions and distance education courses. Students who enroll and study courses with a distance educational institution are provided with lesson materials. When each lesson is completed, the student makes it available to the school for grading and guidance by qualified instructors. Many courses provide complete vocational training, and several courses lead to an academic degree.

Division of Adult Education and Literacy Clearinghouse
U.S. Department of Education
600 Independence Avenue, S. W.
Washington, DC 20202-7240
202-205-9996
202-205-8973 (fax)
E-mail: Tammy_Fortune@ed.gov
Web Site: http://www.ed.gov/offices/OVAE/

This clearinghouse links the adult education community with existing resources in adult education and provides information which deals with programs funded under the Adult Education Act (P.L. 100-297). The clearinghouse provides a number of free publications, fact sheets, bibliographies, directories, abstracts, etc., available for the adult with special learning needs. Documents are available through FactsLine, an automated document reprint line. Call (202) 401-9570 to request an index.

ERIC Clearinghouse on Adult, Career and Vocational Education
Ohio State University
1900 Kenny Road
Columbus, OH 43210-1090
614-292-4353
800-848-4815
614-292-1260 (fax)
E-mail: ericacve@magnus.acs.ohio_state.edu

Part of the ERIC System, this clearinghouse offers publications, information, and referrals to those interested in all aspects of adult literacy. It does not provide direct services, but it disseminates materials through the ERIC database and clearinghouse publications.

HEATH Resource Center
National Clearinghouse on Postsecondary Education for Individuals with Disabilities
American Council on Education
One Dupont Circle, N. W., Suite 800
Washington, DC 20036-1193
202-939-9320
202-833-4760 (fax)
E-mail: heath@ace.nche.edu

HEATH Resource Center operates the National Clearinghouse on Postsecondary Education for Individuals With Disabilities. A program of the American Council on Education, HEATH serves as an information exchange for the educational support services, policies, procedures, adaptations, and opportunities of American campuses, vocational-technical schools, adult education programs, and other training entities after high school. The Center collects and disseminates this information so that people with disabilities can develop their full potential through postsecondary education and training.

National Adult Literacy and Learning Disabilities Center (National ALLD Center)
Academy for Educational Development
1875 Connecticut Avenue, N. W.
Suite 800
Washington, DC 20009-1202
202-884-8185
800-953-2553
202-884-8422 (fax)
E-mail: info@nalldc.aed.org

The Center is a national resource for information exchange regarding learning disabilities and their impact on the provision of literacy services. Funded by the National Institute for Literacy, the Center provides technical assistance in current best practices in learning disabilities to literacy providers and practitioners. In addition to sharing information, the Center develops and refines knowledge on effective practices for serving adults with learning disabilities.

National Association for Adults with Special Learning Needs (NAASLN)
808 17th Street, N.W.
Suite 200
Washingtion, DC 20006
202-223-9669

202-223-9569 (fax)
E-mail:75250.1273@compuserv.com

NAASLN in a non-profit organization designed to organize, establish, and promote an effective national and international coalition of professionals, advocates, and consumers of lifelong learning for the purpose of educating adults with special learning needs.

National Association of Vocational Education Special Needs Personnel (NAVESNP)
Special Needs Division
American Vocational Association
614 Pennridge Road
Pittsburgh, PA 15211-1420

NAVESNP is an independent association which serves to unite all personnel interested in or responsible for the vocational education of learners with special needs at the secondary and postsecondary levels. NAVESNP serves as an affiliate of the American Vocational Association (AVA) Special Needs Division and promotes active leadership in vocational education for special needs learners. NAVESNP addresses national legislative mandates to insure that the needs of the student with special needs are met. NAVESNP also publishes *The Journal for Vocational Special Needs Education*, newsletters, and topical papers.

National Center for Research in Vocational Education (NCRVE)
University of California at Berkeley
2030 Addison Street
Suite 500
Berkeley, CA 94720-1674
510-642-4004
800-762-4093
510-642-2124 (fax)
E-mail: askNCRVE@ncrve.berkeley.edu

The Center provides a wide range of materials for professionals about curriculum development technical education, career planning, and preparation for employment.

National Clearinghouse for ESL Literacy Education (NCLE)
1118 22nd Street, N. W.
Washington, DC 20037-1214
202-429-9292 ext. 200
202-659-5641 (fax)
E-mail: ncle@cal.org
Web Site: http://www.cal.org/ncle

NCLE's objective is to provide timely information to practitioners and others interested in adult ESL literacy education.

National Library Services for the Blind and Physically Handicapped (NLS)
1291 Taylor Street, NW
Washington, DC 20542
202-707-5100
202-707-0744 (TTY)
202-707-0712 (fax)
E-mail: nls@loc.gov

National Library Services for the Blind and Physically Handicapped (NLS), a service of the Library of Congress, provides braille and recorded books and magazines on free loan to anyone who cannot read standard print because of visual or physical disabilities.

Recording for the Blind and Dyslexic (RFB&D)
20 Roszel Road
Princeton, NJ 08540
609-452-0606
800-221-4792 (Book Orders Only)
609-987-8116 (fax)
E-mail: info@rfbd.org

RFB&D is a national non-profit organization that provides taped educational books on loan, books on diskette, library services, and other educational and professional resources to individuals who cannot read standard print because of a visual, physical, or perceptual disability. There is a registration fee.

General Education

Contact Center, Inc.
National Institute for Literacy Hotline
P. O. Box 81826
Lincoln, NE
1-800-228-8813
402-464-5961 (fax)

This national toll-free hotline refers callers to literacy programs in their local areas.

General Educational Development Testing Service (GEDTS)
Center for Adult Learning and Educational Credentials
American Council on Education
One Dupont Circle
Washington, DC 20036
202-939-9490
800-626-9433
202-775-8578 (fax)
E-mail: ged@ace.nche.edu

GEDTS administers the GED Tests and provides information on disability-related adaptations/accommodations for the GED Tests to prospective examinees and instructors. Successful GED test-takers earn a high school equivalency diploma. The tests are available in audio, braille and large print editions. GEDTS also publishes *GED Items*, a bi-monthly newsletter for examiners and adult education instructors.

Institute for the Study of Adult Literacy (ISAL)
The Pennsylvania State University
College of Education
102 Rackley Building
University Park, PA 16802-3202
814-863-3777
814-863-6108 (fax)

This organization creates high-technology learning tools such as computer-aided instruction in adult basic education, workplace literacy, and family literacy.

Laubauch Literacy Action (LLA)
P. O. Box 131
Syracuse, NY 13210
315-422-9121
315-422-6369 (fax)

Laubach Literacy Action, the U. S. program division of Laubauch Literacy, is the nation's largest network of adult literacy programs providing basic literacy and ESL instruction through trained volunteers. LLA affiliates in the United States serve more than 900 literacy programs in 46 states.

Learning Resource Network
1550 Hayes Dr.
Manhattan, KS 66502
913-539-5376
913-539-7766 (fax)
E-mail: hq@lern.com

This network for educators provides resources to adult education and adult basic education service providers.

Literacy Volunteers of America (LVA)
635 James Street
Syracuse, NY 13203
315-472-0001
315-472-0002 (fax)
E-mail: LVANAT@aol.com

LVA is a national non-profit organization with more than 400 affiliate programs in 44 states. LVA is the exclusive distributor of PULL: Project for Unique Learners in Literacy. It was developed to answer questions on teaching adult learners who appear to have the ability to learn to read but who may not be experiencing success with the traditional methods.

National Center on Adult Literacy (NCAL)
University of Pennsylvania
3910 Chesnut Street
Philadelphia, PA 19104-3111
215-898-2100
215-898-9804 (fax)
E-mail: ncal@literacy.upenn.edu
Web Site: www:http://ncal.literacy.upenn.edu/

The mission of NCAL addresses three primary challenges: to enhance the knowledge base about adult literacy; to improve the quality of research and development in the field; and to ensure a strong, two-way relationship between research and practice. Dissemination efforts include a newsletter, publication of reports on a broad range of topics relevant to adult literacy, Internet usage, and more.

National Institute for Literacy (NIFL)
800 Connecticut Avenue, N. W.
Suite 200
Washington, DC 20202-7560
202-632-1500
202-632-1529 (TTY)
202-632-1512 (fax)
Website: http://novel.nifl.gov

The Institute's work focuses on four key priorities: providing leadership in the literacy field through national and state advocacy activities; creating and gathering knowledge and information that can improve the quality of literacy services; collaborating to build national, state, and local capacity for effective service delivery; and facilitating communication in the literacy community through a national information and communication system.

Rural Clearinghouse for Lifelong Education and Development
Kansas State University
327 Bluemont Hall
1100 Mid-Campus Drive
Manhattan, KS 66506-5306
913-532-5530
913-532-7304 (fax)
E-mail: rcled@ksu.edu

Rural Clearinghouse for Lifelong Education and Development is a national effort to improve rural access to continuing education. The Clearinghouse serves the complete range of educational providers including colleges and universities, community colleges, cooperative extension programs, libraries, community-based organizations, and community/economic development corporations in a variety of ways.

Learning Disability Organizations

Council for Learning Disabilities (CLD)
P. O. Box 40303
Overland Park, KS 66204
913-492-8755
913-492-2546 (fax)

CLD is a national professional organization dedicated solely to professionals working with individuals who have learning disabilities. Mission: Committed to enhance the education and life span development of individuals with learning disabilities. CLD establishes standards of excellence and promotes innovative strategies on research and practice through interdisciplinary collegiality, collaboration and advocacy. CLD's publication, *Learning Disability Quarterly*, focuses on the latest research in the field of learning disabilities with an applied focus. Another publication, *LD Forum*, is more practictioner-oriented.

Learning Disabilities Association of America (LDA)
4156 Library Road
Pittsburgh, PA 15234-1349
412-341-1515
412-344-0224 (fax)
E-mail: ldanatl@usaor.net

LDA (formerly ACLD), a non-profit volunteer advocacy organization, provides information and referral for parents, professionals, and consumers involved with or in search of support groups and networking opportunities through local LDA Youth and Adult Section Chapters. A publications list is available. The Association also prints *LDA Newsbriefs*, a bi-monthly newsletter for parents, professionals, and adults with LD. Available for $13.50/year by contacting LDA.

The Learning Disabilities Network
72 Sharp Street
Suite A-2
Hingham, MA 02043
617-340-5605
617-340-5603 (fax)

Founded in 1983, The Learning Disabilities Network is a nonprofit, charitable organization dedicated to unlocking the potential of those with learning disabilities. They provide educational and support services to LD individuals, their families, and the professionals from various disciplines who work on their behalf, one-on-one educational therapy, and professional development services. They also publish a semi-annual magazine entitled *The Network Exchange*.

National Center for Law and Learning Disabilities (NCLLD)
P. O. Box 368
Cabin John, MD 20818
301-469-8308
301-469-9466 (fax)

National Center for Law and Learning Disabilities (NCLLD) provides information and education concerning the law and learning disabilities, attention deficit disorder, and related conditions. NCLLD currently has available eleven pamphlets and one book covering relevant legal issues.

National Center for Learning Disabilities (NCLD)
381 Park Avenue South
Suite 1420
New York, NY 10016
212-545-7510
888-575-7373
212-545-9665 (fax)
Website: http://www.ncld.org

NCLD is an organization committed to improving the lives of those affected by learning disabilities. NCLD provides services and conducts programs nationwide, benefitting children and adults with LD, their families, teachers, and other professionals. NCLD provides the latest information on learning disabilities and local resources to parents, professionals, employers, and others dealing with learning disabilities. NCLD's annual publication is *Their World.*

The Orton Dyslexia Society (ODS)
The Chester Building
8600 LaSalle Road
Suite 382
Baltimore, MD 21286-2044
410-296-0232
800-222-3123
410-321-5069 (fax)
E-mail: info@ods.org

The Society is an international scientific and educational association concerned about dyslexia. Local and state branches serve as literacy resources for dyslexic adults and those who teach or advise them. Many branches offer conferences, seminars, and support groups. ODS's website contains free information: http://ods.org

Rebus Institute
1499 Bayshore Blvd.
Suite 146
Burlingame, CA 94010
415-697-7424
415-697-3734 (fax)

Rebus Institute is a national non-profit organization devoted to the study and dissemination of information on adult issues related to Specific Learning Disabilities and Attention Deficit Disorders. It publishes a quarterly newsletter and conducts an annual conference on adult issues. Its goal is to promote public awareness of the abilities, strengths, and methods that lead to success for adults with LD/ADD.

Attention Deficit Disorder Organizations

Adults with learning disabilities and adults with attention deficit disorder (ADD) often share some of the same characteristics. An adult with a learning disability may also have an attention deficit disorder. Information about national organizations that serve individuals with attention deficit disorder is provided for those adults who have both a learning disability and an attention deficit disorder, as determined by qualified professionals.

ADDult Support Network
2620 Ivy Place
Toledo, OH 43613
419-472-7323 (fax)
E-mail: MJJ4ADD@AOL.COM

ADDult Support Network is a volunteer organization affiliated with the National Attention Deficit Disorder Association (ADDA). The Network publishes a quarterly newsletter, *ADDult News* ($15.00/year), as well as other adult ADD materials. For subscription information and general information on adult ADD, write to the above address and request the ADDult ADD brochure.

ADHD Challenge
P. O. Box 2277
West Peabody, MA 01960-7277
508-535-3366
1-888-239-4737 (Information)
508-535-3276 (fax)

Provides referrals to parent support groups nationally. Responds to information requests and refers appropriate requests to professional advisors. Also, produces a bi-monthly news report on ADHD issues.

The Attention Deficit Information Network, Inc. (AD-IN)
475 Hillside Avenue
Needham, MA 02194
617-455-9895
617-444-5466 (fax)
E-mail: adin@gis.net

The Attention Deficit Information Network, Inc. (AD-IN) is a non-profit volunteer organization that offers support and information to families of children with attention deficit disorder, adults with ADD, and professionals through a network of AD-IN chapters. AD-IN is a community resource for information on training programs and speakers for those who work with individuals with ADD.

Children and Adults with Attention Deficit Disorders (CHADD)
499 Northwest 70th Avenue, Suite 101
Plantation, FL 33317
954-587-3700
1-800-233-4050
954-587-4599 (fax)

CHADD is a non-profit, parent-based organization that disseminates information on ADD and coordinates more than 600 parent support groups. It also publishes a quarterly magazine, *ATTENTION!*, and a quarterly newsletter, *Chadderbox*.

National Attention Deficit Disorder Association (ADDA)
9930 Johnnycake Ridge Road
Suite 3E
Mentor, OH 44060
216-350-9595
800-487-2282
216-350-0223 (fax)
E-mail: natladda@aol.com
Website: http://www.add.org

National Attention Deficit Disorder Association (ADDA) provides information and support on workplace, education, relationship, and parenting issues for individuals with ADD and their families, as well as professionals, educators, and counselors. In addition to its fax-on-demand system, the organization sponsors an annual conference and has audio tapes of conference sessions for sale. ADDA membership is $35, and includes its quarterly newsletter *FOCUS* and a number of other benefits.

Employment

The Dole Foundation for the Employment of People with Disabilities
1819 H Street, N. W.
Washington, DC 20006-3603
202-457-0318 (V/TTY)
202-457-0473 (fax)

The Dole Foundation is the nation's leading grant maker in the field of employment for people with disabilities. Grant funds of $25,000 to $100,000 are available to non-profit organizations conducting innovative or best practices projects related to employment and disability. Foundation funding priorities include underserved populations, minorities, women, rural programs, older workers, career advancement, and programs stressing placement with small employers.

Job Accommodation Network (JAN)
West Virginia University
918 Chestnut Ridge Road
P. O. Box 6080
Morgantown, WV 26506
304-293-7186 (V/TTY)
800-232-9675(V/TTY)
800-526-7234
304-293-5407
E-mail: jan@jan.icdi.wvu.edu
Web Site: http://janweb.icdi.wvu.edu

JAN is an international information network and consulting resource that provides information about employment issues to employers, rehabilitation professionals, and persons with disabilities. Callers should be prepared to explain their specific problem and job circumstances. Sponsored by the President's Committee on Employment of People with Disabilities, the Network is operated by West Virginia University's Rehabilitation Research and Training Center. Brochures and printed materials are available free of charge.

Mainstream, Inc.
3 Bethesda Metro Center
Suite 830
Bethesda, MD 20814
301-654-2400 (V/TTY)
301-654-2403 (fax)

Established in 1975, this non-profit organization works with employers and service providers around the country to increase employment opportunities for persons with disabilities. Mainstream produces publications and videos and provides in-house training, seminars, and technical assistance on compliance with the Americans with Disabilities Act (ADA). Mainstream operates its own placement program, Project LINK, in Washington, DC and Dallas, Texas.

President's Committee on Employment of People with Disabilities
1331 F Street, N. W.
Washington, DC 20004-1107
202-376-6200
202-376-6205 (TTY)
202-376-6219 (fax)

President's Committee on Employment of People with Disabilities is an independent federal agency. The committee's mission is to facilitate the communication, coordination, and promotion of public and private efforts to empower Americans with disabilities through employment. The committee offers several publications that address aspects of employment for LD adults including *Pathways to Employment for People with Learning Disabilities* and *Employment Considerations for Learning Disabled Adults*. Both are free.

Technology

ABLEDATA
NARIC and ABLEDATA
8455 Colesville Road
Suite 935
Silver Spring, MD 20910-3319
301-588-9284
301-588-9284, x22 (TTY)
800-227-0216
800-227-0216, x22 (TTY)
301-587-1967 (fax)

ABLEDATA database contains descriptions of more than 17,000 commercially available products for rehabilitation and independent living.

Alliance for Technology Access (ATA)
2175 East Francisco Blvd.
Suite L
San Rafael, CA 94901
415-455-4575 or 415-455-0491 (TTY)
415-455-0654 (fax)
E-mail: atainfo@ataccess.org

Alliance for Technology Access is a national organization dedicated to providing access to technology for people with disabilities through its coalition of 40 community-based resource centers in 28 states and the Virgin Islands. Each center provides information, awareness, and training for professionals and provides guided problem solving and technical assistance for individuals with disabilities and family members.

Job Accommodation Network (JAN)
(See Employment, p. 24)

National Library Services for the Blind and Physically Handicapped (NLS)
(See National Resource Centers, p. 17)

Recording for the Blind and Dyslexic (RFB&D)
(See National Resource Centers, p. 17)

RESNA Technical Assistance Project
1700 North Moore Street
Suite 1540
Arlington, VA 22209
703-524-6686 or 703-524-6639 (TTY)
703-524-6630 (fax)
E-mail: ifloyd@resna.org

Provides technical assistance to states on the development and implementation of consumer-responsive statewide programs of technology-related assistance under the Technology-Related Assistance for Individuals with Disabilities Act of 1988, as amended.

Life Management

In the Life Management section, programs have been selected that provide not only postsecondary training but also residential housing for their enrolled students.

The Berkshire Center
18 Park Street
Box 160
Lee, MA 01238
413-243-2576
413-243-3351 (fax)

A postsecondary program for young adults with learning disabilities, ages 18-26. Half of the students attend Berkshire Community College part-time while the others go directly into the world of work. Services include Vocational/ Academic preparation, tutoring, college liaison, life skills instruction, driver's education, money management, psychotherapy and more. The program is year-round with two years being the average stay.

Center for Adaptive Learning
3350 Clayton Road
Suite A
Concord, CA 94519
510-827-3863
510-827-4080 (fax)

Adults 18-40 years of age learn the essentials of independent living in a program that offers residential living, social skills training, sensory motor training, counseling, roommate peer counseling, art exploration and training, and job placement. Students either work or attend local community colleges, and job coaching and tutoring are available. Tutoring using the Wilson Reading System for non-readers is available for an additional fee. Most of the apartments available in the community are reserved for clients of Vocational Rehabilitation.

Chapel Haven, Inc.
1040 Whalley Ave.
New Haven, CT 06515
203-397-1714 ext. 113
203-397-8004 (fax)

Chapel Haven is an individualized, year-round, transitional independent living program for adults 18 years of age or older with a wide range of learning disabilities. The program includes life skills training in an apartment setting, pre-vocational training, vocational placement, counseling and job coaching, social/ recreational activities, and practical academics. Participants learn all of the skills necessary to make a smooth entry into independent community living. Comprehensive support services are available to "graduates" living in the community. These include life skills, employment services and job coaching, social/recreational programs, and adult education classes, as well as benefits coordination.

Creative Community Services (CCS)
49B Lennox Pointe
Atlanta, GA 30324
404-814-1775
404-814-2020

Serving adults age 20 and older, this organization creates living arrangements for people with a range of learning disabilities who want to lead adult lifestyles but still need some support and assistance. CCS helps locate housing; provides a live-in counselor, if needed; helps develop a plan for each participant's future development; provides one-to-one training in necessary areas; and offers ongoing support for participants and their families.

Getting Ready for the Outside World
Riverview School
551 Route 6A
East Sandwich, MA 02537
508-888-0489
508-888-1315 (fax)

This is a transitional program for high school graduates with diagnosed learning disabilities who would like to continue in an academically based postsecondary school but who need to develop academic skills or independent living skills.

Horizons Program
University of Alabama at Birmingham
Education Building, Room 248
901 South 13th Street
Birmingham, AL 35294-1250
205-975-6770
800-822-6242
205-975-6764 (fax)
E-mail: EDU5139@uabdpo.dpo.uab.edu

Horizons Program is a college-based, non-degree program for students with specific learning disabilities and other mild learning problems. The focus of the course work is on life skills, social skills, and careers.

Independence Center
3640 S. Sepulveda Boulevard
#102
Los Angeles, CA 90034
310-202-7102
310-202-7180 (fax)

Independence Center provides a supportive program in which young adults with learning disabilities learn the skills necessary to live independently. These include job skills, apartment care, social skills, and adult decision making. Vocational training is accomplished through apprenticeships and/or enrollment in vocational schools or community college programs.

Life Development Institute
P. O. Box 15112
Phoenix, AZ 85060
602-254-0822
602-253-6878 (fax)

Life Development Institute conducts a variety of programs designed to enable participants to obtain employment and independent living status commensurate with individual capabilities. Vocational assessment and training is provided through community based programs or direct job placements.

National Council on Independent Living Programs (NCIL)
2111 Wilson Blvd.
Suite 405
Arlington, VA 22201
703-525-3406
703-525-3409 (fax)
E-mail: ncil@tsbbs02.tmet.com

NCIL is the national membership association of local not-for-profit corporations known as Independent Living Centers (ILC). NCIL is the only cross-disability grassroots national organization run by and for people with disabilities. NCIL promotes a national advocacy agenda that advances the full integration and participation of persons with disabilities in society and the development, improvement, and expansion of centers for independent living. NCIL provides technical assistance and leadership to its membership.

New Lifestyles, Inc.
1210 Gateway
Suite 12
Lake Park, FL 33403
561-848-5537
954-797-2813 (fax)
E-mail: theoptions@aol.com

New Lifestyles provides comprehensive life management services including assessment, programming , and residential placement at various locations in Palm Beach County, Florida and Winchester, Virginia. Unique and

individualized Life Coaching programs focus on issues such as self-esteem, interpersonal skills and adjustments, vocational placement, independent living, time management, organizational skills, and decision-making skills.

Professional Assistant Center for Education (PACE)
National-Louis University
2840 Sheridan Road
Evanston, IL 60201-1796
847-475-1100 ext. 2670
847-256-5190 (fax)

PACE is a non-credit, two-year postsecondary, transition-type program for students with multiple learning disabilities. The program prepares young adults for a variety of careers in areas such as early childhood, business, human services, and recreation. In addition to professional preparation course work, the curriculum also focuses on social skills and independent living skills. Students receive a certificate of completion at the conclusion of the program. College residential life is an integral part of the program.

Threshold Program
Lesley College
29 Everett Street
Cambridge, MA 02138
617-349-8181
800-999-1959
617-349-8189 (fax)
E-mail: pscarfo@mail.lesley.edu

Threshold is a two- to three-year non-degree, college-based program that helps young adults develop the academic, vocational, social and independent living skills necessary for independence. Students prepare for paraprofessional roles in offices, early childhood settings, or settings that serve elderly or disabled consumers. Most graduates participate in Threshold's third-year Transition Program, which provides support as they venture into apartment living and paid employment.

VISTA of Westbrook, Inc.
1356 Old Clinton Road
Westbrook, CT 06498
860-399-8080
860-399-3103 (fax)

VISTA offers an individualized program for young adults in transition to work and independent living. Through work experiences, individual and group counseling, seminars, and course work, students develop skills and behaviors necessary for success in adulthood. Among the skills addressed are interpersonal relationships, positive self-esteem, and time management. A continuum of lifelong supports is offered.

Vocational Independence Program (VIP)
New York Institute of Technology
Independence Hall
Central Islip, NY 11722
516-348-3354
516-348-0437 (fax)

The Vocational Independence Program at New York Institute of Technology is a three-year certificate program for students with moderate to severe learning disabilities. The VIP curriculum emphasizes independent living, social and vocational skills, as well as individual academic support.

Publications

ADHD Challenge
P. O. Box 2277
West Peabody, MA 01960-7277
800-233-2322 (subscription)
888-239-4737 (information)
508-535-3276 (fax)

ADHD Challenge newsreport focuses on Attention Deficit Disorder. Subcriptions cost $25 for individuals, $45 for professionals, and $50 for institutions.

Centegram
Center on Education and Training for Employment
Ohio State University
1900 Kenny Road
Columbus, OH 43210-1090
800-848-4815
614-292-1260 (fax)
E-mail: viml@osu.edu

Centegram provides information on education and training issues. Published annually, it is available free of charge.

Closing The Gap (CTG)
P. O. Box 68
Henderson, MN 56044
507-248-3294
507-248-3810 (fax)
E-mail: info@closingthegap.com

Closing The Gap publishes a bi-monthly newsletter on the use of computer technology in special education and rehabilitation. Subscriptions cost $29/year. It also sponsors an annual international conference.

College Students with Learning Disabilities: A Handbook, Sixth Edition (1997)
Susan A. Vogel
LDA Bookstore
4156 Library Road
Pittsburgh, PA 15234
412-341-1515

This publication is designed for students with learning disabilities, admissions officers, faculty and staff, and/or administrators. The handbook discusses Section 504 in regard to college admission, program accessibility, teaching and testing accommodations, test taking, and self-confidence building strategies.

For You: Adults with Learning Disabilities (1991)
Cathy Smith
Learning Disabilities Association of Canada
323 Chapel
Suite 200
Ottawa, Ontario K1N 7Z2
613-238-5721
613-235-5391 (fax)
E-mail: ldactaac@fox.nstn.ca

The goal of this book is to help the reader gain a better understanding of learning disabilities and, if he/she is learning disabled, provide some help in living comfortably with one's learning disability. It was developed by a group of adults who are learning disabled. The book is divided into four sections: 1) symptoms of learning disabilities, 2) explanation of learning disabilities, 3) information on testing, and 4) some advice concerning whether, when, and how to talk about your learning disability to other people.

K & W Guide to Colleges for the Learning Disabled (1992)
Marybeth Kravets, and Imy Wax
Harper Perennial
HarperCollins Publishers, Inc.
10 East 53rd Street
New York, NY 10002
800-331-3761

This guide offers information on support services for learning disabled college students. More than 150 schools nationwide are profiled. Information includes learning disability services available, programs offered, college graduation requirements, admissions policies, costs, housing, tutorial help, learning resource centers, and athletics.

Learning (dis)Abilities
Learning Disabilities Consultants
6 East Eagle Road
Havertown, PA 19083
610-446-6126
800-869-8336
610-446-6129 (fax)

Learning (dis)Abilities contains both local and national news and resources. Available for $10/year.

Learning Disabilities in Adulthood: Persisting Problems and Evolving Issues (1994)
Paul J. Gerber and Henry B. Reiff
Pro-Ed
8700 Shoal Creek Blvd.
Austin, TX 78757
800-897-3202
800-397-7633 (fax)

This book provides a multifaceted view of learning disabilities in adulthood. The focus spans from young to late adulthood. This text represents the efforts of many contributors who offer a diversity of perceptions and expertise. The topic areas are education, social/emotional and daily living, and vocational. There also is a chapter dealing with ADA (Americans with Disabilities Act).

Living with a Learning Disability, Second Edition (1991)
Barbara Cordoni
Southern Illinois University Press
Carbondale and Edwardsville
P. O. Box 3697
Carbondale, IL 62902-3697
800-346-2680
618-453-2281
800-346-2681 (fax)

This second edition expands on the needs of people who have a learning disability outside of the school. It presents the kinds of adaptations needed for educating, communicating with, and parenting the child, the adolescent, and the young adult with learning disabilities. The book has eleven chapters and deals with such issues as relationships, the legal process, implications for the professional, juvenile delinquency, and the future.

Peterson's Colleges with Programs for Learning Disabled Students, Fourth Edition (1994)
Charles T. Mangrum II, Ed.D. and Stephen S. Strichart, Ph.D.
Book Ordering Department
P. O. Box 2123
Princeton, NJ 08543-2123
800-338-3282
609-452-0966 (fax)
E-mail: custsvc@pgi.petersons.com

Peterson's Colleges with Programs for Learning Disabled Students is a comprehensive guide to more than 800 two- and four-year colleges and universities offering special services for students with dyslexia and other learning disabilities. The fifth edition will be available in Fall 1997.

PIP College "HELPS"
Partners in Publishing (PIP)
3332 East Fourth St.
Tulsa, OK 74112
(918) 835-8258

PIP has available a wide variety of materials and publications on adults with learning disabilities. *PIP College "HELPS"* is a publication of Partners in Publishing. Written for adults with learning disabilities, parents, and service providers, it includes information and "first person" articles. Available for $33/year.

Postsecondary Disability Network News
University of Connecticut
U-64, 249 Glenbrook Road
Storrs, CT 06269-2064
860-486-0273
860-486-5037 (fax)
Web Site: http://www.ucc.uconn.edu/~wwwpcse/pedu.htm

Postsecondary Disability Network News is published three times a year. It focuses on a variety of topics concerning adults with learning disabilities, service delivery, legal issues, and resources in the field. Subscriptions are $30/year for individuals, and $45/year for schools. Contact Pat Anderson.

Promoting Postsecondary Education for Students with Learning Disabilities - A Handbook for Practitioners (1993)
Loring C. Brinkerhoff, Stan F. Shaw, and Joan M. McGuire
PRO-ED
8700 Shoal Creek Boulevard
Austin, TX 78757
512-451-3246
800-897-3202
800-397-7633 (fax)

This handbook is made up of comprehensive and practical chapters designed for the service provider. The handbook also contains an extensive reference section as well as 18 useful appendices.

Schoolsearch Guide to Colleges with Programs and Services for Students with Learning Disabilities, Second Edition (1993)
Midge Lipkin, Ph. D.
Schoolsearch Press
127 Marsh Street
Belmont, MA 02178
617-489-5785
617-489-5641 (fax)

This guide lists more that 600 colleges and universities that offer programs and services to high school graduates with learning disabilities.

Succeding Against The Odds: Strategies and Insights from the Learning Disabled (1991)
Sally L. Smith
Sales Department
Putnam Publishing Group
200 Madison Avenue
New York, NY 10016
800-847-5515

Succeeding Against the Odds is filled with information on adults with learning disabilities. The author discusses the hidden handicaps, defines learning disabilities, and provides characteristics of individuals with learning disabilities. The book looks at the responsibility of preparing for adulthood. It also includes information for parents and teachers.

Unlocking Potential: College and Other Choices for Learning Disabled People: A Step by Step Guide (Currently out of print)
Barbara Schieber and Jeanne Talpers
Adler & Adler
Woodbine House
5615 Fishers Lane
Rockville, MD 20852
800-843-7323

Unlocking Potential is a comprehensive resource for considering, locating, and selecting postsecondary resources. This award-winning book teaches and assists readers throughout the entire postsecondary selection process. **Although it currently is out of print, a new edition should be available in 1998.**

You Don't Outgrow It: Living with Learning Disabilities (1993)
Marnell L. Hayes
Academic Therapy Publications
20 Commercial Boulevard
Novato, CA 94949-6191
800-422-7249
415-883-3314
415-883-3720 (fax)

This is a practical, hands-on book for the adult who has a learning disability. It addresses such issues as after high school, what?, jobs, surviving and accepting, marriage and family responsibility, and household management.

Toll-Free Numbers

ABLEDATA	(800) 227-0216
ADHD Challenge	(888) 239-4737
Alliance for Technology Access (ATA)	(800) 455-7970
American Association for Vocational Instructional Materials	(800) 228-4689
Americans with Disabilities Act (ADA) Hotline	(800) 949-4232
Attention Deficit Disorder Association (ADDA)	(800) 487-2282
Children and Adults with Attention Deficit Disorders (CHADD)	(800) 233-4050
Contact Center, Inc.	(800) 228-8813
ERIC Clearinghouse on Adult, Career, and Vocational Education	(800) 848-4815
Equal Employment Opportunity Commission (EEOC)	(800) 669-3362
Federal Student Aid Hotline	(800) 433-3243
General Educational Development (GED) Hotline	(800) 626-9433
Horizons	(800) 822-6242
Job Accommodation Network (JAN)	(800) 526-7234
Learning Resources Network (LERN)	(800) 678-5376
National Adult Literacy and Learning Disabilities Center	(800) 953-2553
National Center for Learning Disabilities (NCLD)	(888) 575-7373
National Center for Research in Vocational Education (NCRVE)	(800) 762-4093
National Library Services for the Blind and Physically Handicapped	(800) 424-8567
Orton Dyslexia Society (ODS)	(800) 222-3123
Recording for the Blind and Dyslexic, Inc. (RFB&D)	(800) 221-4792
Social Security Administration	(800) 772-1213
Threshold Program	(800) 999-1959
U.S. Office of Educational Research and Improvement (OERI)	(800) 424-1616

Sponsors

National ALLD Center
Academy for Educational Development
1875 Connecticut Avenue, N. W.
Washington, DC 20009-1202
(202) 884-8185; (800) 953-ALLD

The National Adult Literacy and Learning Disabilities (National ALLD Center) is funded by the National Institute for Literacy under a cooperative agreement with the Academy for Educational Development in collaboration with the University of Kansas Institute for Research in Learning Disabilities. The National ALLD Center promotes awareness about the relationship between adult literacy and learning disabilities, builds the capacity of literacy practitioners to help identify and serve adult students with suspected or diagnosed learning disabilities, and produces and refines materials that enhance the knowledge base for adult literacy and learning disabilities. The Center's ultimate goal is to help literacy practitioners, researchers, and policymakers better meet the needs of adults with learning disabilities.

HEATH Resource Center
One Dupont Circle, Suite 800
Washington, DC 20036
(202) 939-9320 (Voice/TTY)

The HEATH Resource Center operates the national clearinghouse on postsecondary education for individuals with disabilities as a program of the American Council on Education. Support from the United States Department of Education enables the Center, a program of the American Council on Education, to serve as an information exchange on educational support services; policies and procedures; adaptations; and opportunities at American campuses, vocational-technical schools, adult education programs, independent living centers, and other postsecondary training entities. This information assists people with disabilities in developing their full potential through postsecondary education and training.

The editors, the HEATH Resource Center, and the National Adult Literacy and Learning Disabilities Center wish to thank William Langner, The Langner Foundation and National Association for Adults with Special Learning Needs, for his assistance with identifying organizations and publications. In addition, we extend our thanks to Ivan Charner, Academy for Educational Development; Richard Cooper, Learning Disabilities Consultants; Randy Dillon, consultant; Janice Leuenberger, University of Nebraska - Omaha; and Eileen O'Keefe, National Institute of Mental Health, for their invaluable contributions to this publication.

National Resources for Adults with Learning Disabilities, 1997, edited by Belinda Bates and Adrienne Riviere, with assistance from Vickie Barr and Eve Robins.

National Resources for Adults with Learning Disabilites, 1997, has been prepared under Cooperative Agreement No. H030C-30002, awarded to the American Council on Education by the U.S. Department of Education, and under Grant No. X257B30002, awarded to the Academy for Educational Development by the National Institute for Literacy. The contents do not necessarily reflect the views of the U.S. government, nor does mention of products or organizations imply endorsement by the U.S. government.

AED

Academy for Educational Development
National ALLD Center
1875 Connecticut Avenue, NW
Washington, DC 20009-1202

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

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